

SESSION « HIGHER EDUCATION »

• *What kind of mentors are the students expecting to have during their practicums?*

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This research aims to identify the concepts about personal characteristics that for primary teaching students in final practice of the PUCV define a good mentor. This study is a sequential exploratory mixed approach, based on a multiple case study. In a first stage the data was collected from an interview and then from an importance order questionnaire. From the analysis, it concludes that a good mentor is the one who in addition to their professionalism and dedication, has competences concerning learning to be and live together, which mobilizes in their profession and relationships with others. Among those values and characteristics were emphasized: respect, generosity, empathy, cordiality, responsibility, reflection, commitment, constructive criticism and good communication, turning this mentor teacher into a model.

• *State-University Relationship: The Israeli Case 1948-2008*

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The history of state government-university relations has always been vexatious, witnessing times of harmonious cooperation and periods of contentious confrontations (Perkin, 1991). However, developments in recent decades as of the 1980s have brought universities to confront problems of unprecedented scope and magnitude that challenged fundamental concepts such as institutional autonomy, academic freedom, politicization, and the role of government in higher education. Indeed The transformation of higher education from «elite» to «mass» and then to universal systems (Trow, 1970; 2006), led to increased public involvement and political intervention. Financial pressures on government for funding higher education seem to drive the systems to meet national labor market needs, develop new products, utilize new resources, and train qualified personnel (i.e. MBA/EMBA/IMBA). The purpose of this paper is to present an overview of changes in Israel's government-university relations in the last six decades, with an emphasis on the last two decades, and to analyze the effects of these changes. The analysis will be limited to policy changes at what Becher and Kogan (1980) call the «central authority level» and the «institutional level» but not in the «basic unit,» or in what Clark (1983) terms the «superstructure» (the regulatory mechanisms of government and other systems to relate organizations to one another) and the «middle» or «enterprise structure» (individual organizations in their entirety) but not in the «understructure» (departments, faculties or similar disciplinary units). The analysis will be presented in a comparative-international perspective.